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## BOOK REVIEWS

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*Essentials in Early European History.* By SAMUEL BURNETT HOWE.  
Longmans, Green & Co., 1912. Pp. xiii+417. \$1.50.

This work is one of the very first to appear as Part I of the course in modern history suggested by the American Historical Association's Committee of Five, for high schools offering but a three-year course in history. Evidences of hasty preparation by both author and publishers are numerous. Some, such as the interchanging of the maps to illustrate the struggle between England and France for America, are inexcusable. Thorough testing of the work with classes, or even careful reconsideration of the phraseology, would have lessened many instances where statements puzzling, or even misleading, now appear. The assignment of forty of the four hundred pages of text to American Colonial history, while feudalism, which the author says "was, with the church, the all-powerful mold of the customs of the mediaeval people," receives, at best, but four, will doubtless meet with much disapproval. On the other hand, a well-illustrated chapter of some twenty-seven pages on "Life in the Middle Ages" will be hailed as a step in the right direction. The work possesses other merits, and there are sufficient evidences of promise to make it a matter of regret that the volume was prematurely sent forth in its present form, in which it can hardly be recommended.

V. L. M.

UNIVERSITY OF CHICAGO

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*Problems of Educational Readjustment.* By DAVID SNEDDEN. Boston:  
Houghton Mifflin Co., 1913. Pp. vii+259.

*Problems of Educational Readjustment* is the title of a book of discussions of various aspects of the new education, essays which have previously appeared in magazine form. The first essay, "The New Education," introduces the series by showing how the development of modern science, the changed industrial order, and the spread of democratic ideals result in the present unstable situation. "The new education will obviously have to possess far wider and more purposeful aims; its range of adaptability will, of necessity, be immeasurably greater, its method must rest on a scientific basis; and its organization must become complex and flexible in order to produce an efficient combination of democratic control and technical direction."

The essays which follow outline some of the problems here suggested. "The New Basis of Method" pleads for a proper blending of the two methods now in vogue, namely that in which the "thing taught determines method"